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ABSTRACT

The final quarter of Krause's fellowship year was spent in completing his interviews with political socialization researchers in the eastern United States and his work on methodological problems. Krause also completed a long essay on the nature and implications of the "matrix perspective" for research planning, pursued his study of measurement theory, and wrote an essay, "A Partial Prescriptive Theory of Teaching Facts." Fellowship year studies have led Krause to believe that significant innovations in civics teaching require a comprehensive alteration of curriculum and social structure in the school. (RT)

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Final Report on OEG No. 0-9-230638-4621(010): Post-Doctoral Fellowship for Merton S. Krause, sponsored by Philip W. Jackson, Department of Education, University of Chicago

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The final quarter of Mr. Krause's Fellowship year was spent in completing his interviews with political socialization researchers in the eastern United States and his work on methodological problems. After completing a trip to campuses in the Northeast, Mr. Krause has prepared a draft memorandum on this sample of current political socialization research.

A long essay on the nature and implications of the "matrix /of variables/ perspective" for research planning was completed. It attempts to put the whole range of methodological issues into proper relationship to each other: measurement validity and reliability, experimental design, data analysis, the social-political structure of psychological research, team research, national research policy, the role of theory, etc. To do this it relies heavily on the notions of methodological norms (and values), of the orderly efficient cumulation of public knowledge, and of causal explanations (as the highest scientific form of this knowledge). Mr. Krause also pursued his study of measurement theory.

In review, this Fellowship has apparently given Mr. Krause the opportunity to prepare himself better for pursuing research on political socialization in schools. The research situation provided by the classroom he no longer regards as merely an arena for introducing "curriculum (or even teacher or student) syntonic" lesson materials in order to study their educational or persuasive impact. He feels now that significant innovations in Civics teaching probably require a more comprehensive alteration of curriculum and social structure in the school. This means that his research plans must be altered to include the development of such intervention packages.

The Fellowship has also permitted Mr. Krause to develop a more or less coherent view of the nature of teaching facts in his essay "A Partial Prescriptive Theory of Teaching Facts." This brings together learning and persuasion theory and draws heavily on modern developments in role theory, as well as facing the demeaning nature of much that goes on in classrooms. He feels that he has achieved an important closure on the proper nature of teaching.

In all, the year was clearly a very profitable one for Mr. Krause.

Philip W. Jackson
Professor

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